SESSION VI:

DISASTER PSYCHOLOGY AND TEAM ORGANIZATION

EMERGENCY MANAGEMENT INSTITUTE

NATIONAL EMERGENCY TRAINING CENTER

PSYCHOLOGY AND TEAM ORGANIZATION

SESSION VI

DISASTER PSYCHOLOGY AND TEAM ORGANIZATION

TIME: 2 hours 30 minutes

OBJECTIVES

At the conclusion of this session, the participants will be able to:

1. Describe the post-disaster emotional environment and the steps that rescuers can take to relieve their own stressors and those of disaster survivors.

2. Describe CERT organization and documentation requirements.

SCOPE

- ▪ Introduction And Session Overview
- ▪ Disaster Psychology
- ▪ CERT Organization
- ▪ CERT Decision Making
- ▪ Documentation
- ▪ Tabletop Exercise
- ▪ Session Summary

TRAINING METHODS

The lead instructor will begin this session by welcoming the participants to Session VI: Disaster Psychology And Team Organization, and will introduce the instructors for the session. The instructor will then present a brief overview of this session.

Next, the instructor will explain the importance of having an understanding of the post-disaster emotional environment and the impact that the emotional crisis may have on CERT members as well as victims. The instructor will present the psychological and physiological symptoms that victims and rescue personnel may exhibit and provide some suggestions for how CERT members can help survivors cope with disaster trauma and control their own stress.

PSYCHOLOGY AND TEAM ORGANIZATION

**TRAINING
METHODS**
(Continued)

The next topic of this session will be the CERT organization Cits objectives, history, and characteristics—and how CERT efforts fit into the overall ICS.

Next, the instructor will review how CERTs mobilize in a disaster situation, and CERT decision making, emphasizing the primary concern for rescuer safety. How CERT strategies are affected by the severity of structural damage will also be discussed at this time. The final section will address CERT documentation requirements. The instructor will once again emphasize the importance of CERT documentation and introduce some of the forms that CERTs can use to document different types of information.

After all of the material is presented and discussed, the participants will take part in a tabletop exercise that will provide experience in CERT planning and tactics. The plan developed during the tabletop exercise will form the basis for the full-scale exercise in which the group will participate in the final session.

REFERENCES

Community Emergency Response Team Instructor Guide
Community Emergency Response Team Participant Handbook
Visuals 6.1 through 6.10
Final Examination

PREPARATION

Before duplicating the Final Examination, specify in question #2 a type of disaster event that might occur in your community.

PSYCHOLOGY AND TEAM ORGANIZATION

NOTES

A suggested time plan for this unit is as follows:

Introduction And Session Overview .... 5 minutes
Disaster Psychology .... 35 minutes
CERT Organization.. 30 minutes
CERT Decision Making... 20 minutes
Documentation .... 15 minutes
Tabletop Exercise.. 40 minutes
Session Summary .... 5 minutes

Total Time: 2 hours 30 minutes

PSYCHOLOGY AND TEAM ORGANIZATION

INSTRUCTOR NOTES	CONTENT/ACTIVITY

Total Topic:
2 hours 30 minutes

Total Topic:
5 minutes

Participant Handbook, page PH VI-3.

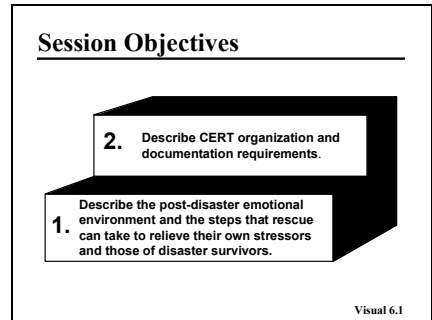**SESSION VI: DISASTER PSYCHOLOGY AND TEAM ORGANIZATION**

INTRODUCTION AND SESSION OVERVIEW

- Welcome the participants to Session VI of the CERT training program.

- Introduce the instructors for this session and ask any new instructors to briefly describe their experience with disaster psychology and/or team organization.

- Introduce this session by reminding the participants that in previous sessions, they learned specific strategies and tasks to use in specific situations. Tell them that in this session, they will pull all that they have learned together in a team environment using the CERT organization as a foundation.

- Stress the need for CERT members to be flexible to changing situations—to be able to fill a variety of roles as the emergency situation changes. Emphasize that part of the CERT members' flexibility must come from each individual's ability to assess and manage his or her own personal situation.

- Tell the group that this session will address techniques for managing one's personal situation so that everyone's needs—the victims', the individual team members', and the community's— can be met.

INSTRUCTOR NOTES	CONTENT/ACTIVITY
	SESSION OBJECTIVES
Visual 6.1	▪ Tell the participants that at the end of this session, they will be able to:
Session Objectives **2.** Describe CERT organization and documentation requirements. **1.** Describe the post-disaster emotional environment and the steps that rescue can take to relieve their own stressors and those of disaster survivors. Visual 6.1	• Describe the post-disaster emotional environment and the steps that rescuers can take to relieve their own stressors and those of disaster survivors. • Describe CERT organization and documentation requirements.
	SUMMARY AND TRANSITION
	▪ Ask if anyone has any questions about what will be covered in this session.

YOUR NOTES:

INSTRUCTOR NOTES	CONTENT/ACTIVITY

Total Topic:
35 minutes

*Participant
Handbook, page PH
VI-4.*

DISASTER PSYCHOLOGY

▪ Introduce this section by telling the participants that following an abnormally stressful event, such as a disaster, survivors normally experience a range of psychological and physiological reactions.

PHASES OF A CRISIS

▪ Explain that the strength and type of reaction depends on several factors:

• Prior experience with the same or a similar event.

• The intensity of the disruption in the survivors' lives.

• The length of time that has elapsed between the event occurrence and the present.

• Individual feelings that there is no escape, which sets the stage for panic.

• The emotional strength of the individual.

▪ Continue by explaining that, as one might expect, survivors' reactions may become intensified as the amount of disruption to their lives increases. That is, the more the survivors' lives are disrupted, the greater their psychological and physiological reactions may become.

INSTRUCTOR NOTES	CONTENT/ACTIVITY

PHASES OF A CRISIS (Continued)

- Point out, however, that the length of time that has elapsed between the event occurrence and the present may overshadow even the intensity of the disruption. Explain that some research studies have indicated that survivors go through emotional *phases* following a disaster:

  - In the *impact phase,* survivors do not panic and may, in fact, show no emotion.

  - In the *inventory phase,* which immediately follows the event, survivors assess damage and try to locate other survivors. During this phase, routine social ties tend to be discarded in favor of the more functional relationships required for initial response activities (e.g., search and rescue).

  - In the *rescue phase,* emergency services personnel (including CERTs) are responding and survivors are willing to take their direction from these groups without protest. This is why CERT identification (helmets, vests, etc.) is important.

  - In the *recovery phase,* the survivors appear to pull together <u>against</u> their rescuers, the emergency services personnel.

- Tell the participants that they should expect that survivors will show psychological effects from the disaster—and that they should expect that some of the psychological warfare will be directed toward them. Also point out that the intensity of the survivors' reactions will be greater as their lives are disrupted.

INSTRUCTOR NOTES	CONTENT/ACTIVITY
	PHASES OF A CRISIS (Continued) ▪ Caution the group, however, that they should not take the survivors' surface attitudes personally. Rescuers may expect to see a range of responses that will vary from person to person, but the responses they see will be part of the psycho-logical impact of the event—and probably will not relate to anything that the CERTs have or have not done. **POST-EVENT PSYCHOLOGICAL AND PHYSIOLOGICAL SYMPTOMS** Instructor Note: This section should enable the participants to recognize the psychological reasons for victims' reactions.

INSTRUCTOR NOTES	CONTENT/ACTIVITY

Participant Handbook, page PH VI-5.	▪ Give examples of the types of psychological and physiological responses that may be observed in disaster survivors. (Refer participants to their Participant Handbooks for a list of symptoms.)
	
	   • *Psychological symptoms:*
	
	      - Irritability, anger
	      - Self-blame, blaming others
	      - Isolation, withdrawal
	      - Fear of recurrence
	      - Feeling stunned, numb, or overwhelmed
	      - Feeling helpless
	      - Mood swings
	      - Sadness, depression, grief
	      - Denial
	      - Concentration, memory problems

INSTRUCTOR NOTES	CONTENT/ACTIVITY

	POST-EVENT PSYCHOLOGICAL AND PHYSIOLOGICAL SYMPTOMS (Continued)
	
	• *Physiological symptoms:*
	
	  - Loss of appetite
	  - Headaches, chest pain
	  - Diarrhea, stomach pain, nausea
	  - Hyperactivity
	  - Increase in alcohol or drug consumption
	  - Nightmares
	  - Inability to sleep
	  - Fatigue, low energy
	
	▪ Tell the group that some victims will be potentially disruptive. Suggest that they minimize this disruption by keeping these victims busy (e.g., getting supplies).
	
	▪ Explain that the intensity, timing, and duration of symptoms will vary. They may be acute or mild, immediate and/or delayed, and cumulative in intensity.
	
	▪ Caution participants that they need to be alert to signs of disaster trauma in themselves, as well as in disaster victims, so they can take steps to alleviate stress.
	
	▪ Remind the participants that they can take preventive steps in their everyday lives—e.g., exercise, rest, proper nutrition—that can help them to handle the stress of a disaster situation.

PSYCHOLOGY AND TEAM ORGANIZATION

EMOTIONAL AID FOR RESCUERS

Participant Handbook, page PH VI-7.

▪ Caution the participants against taking on the survivors' feelings as their own. Explain that, after a disaster, they will see and hear things that will be extremely unpleasant, but advise the group that taking ownership of others' problems will compound their own and affect the CERT's overall goals.

Visual 6.2

Emotional First Aid For Rescuers

CERT leaders should . . .
- Brief personnel
- Emphasize teamwork
- Encourage breaks
- Provide for proper nutrition
- Rotate personnel as teams for breaks or new duties
- Phase out workers gradually

CERT members should organize a debriefing after the operation.

Visual 6.2

Provide personal experiences to emphasize the reality of what the participants will encounter after a disaster.

▪ Explain that there are methods for rescue workers to deal with their own emotions. CERT leaders should be aware of these methods:

• Explain to CERT personnel *before* the effort begins what they can expect to see and what they can expect in terms of emotional response in the survivors and themselves.

• Emphasize that the CERT is a team. Sharing the workload and emotional load can help defuse pent-up emotions.

• Encourage rescuers to rest and regroup so that they can avoid becoming overtired.

• Direct rescuers to take breaks away from the incident area, to get relief from the stressors of the effort.

• Encourage rescuers to eat properly and maintain fluid intakes throughout the operation. Explain that they should drink water or other electrolyte-replacing fluids, and avoid drinks with caffeine or refined sugar.

• Rotate as teams for breaks or new duties (i.e., from high-stress to low-stress jobs). Team members can talk with each other about their experiences. This is very important for their psychological health.

INSTRUCTOR NOTES	CONTENT/ACTIVITY

EMOTIONAL AID FOR RESCUERS (Continued)

Emphasize that only the CERT members will know what reduces their personal stressors.

- Do not remove rescue workers from their duties abruptly. Gradually phase them from high- to low-stress areas of the incident.

▪ As a team, CERT members should organize a debriefing after the operation. Workers should be encouraged to describe what they encountered and to express their feelings about it.

▪ Point out that experienced rescue workers find these steps helpful in controlling their stress levels, but in some cases it might be necessary to seek help from mental health professionals.

▪ Remind the group that they should spend some time thinking about other ways to reduce stress personally. Emphasize that only they know what makes them able to reduce stress within them-selves and that expending the effort required to find personal stress reducers is worthwhile *before* an incident occurs.

Visual 6.3

EMOTIONAL AID FOR VICTIMS

Steps to Help Survivors Deal With Stress

- **Establish rapport**
- **Listen**
- **Empathize**
- **Provide confidentiality**

Don't take ownership of victims' problems!

Visual 6.3

▪ Point out to the participants that as rescuers they will invariably come into contact with victims, many of whom will be highly stressed as a result of their experience. Suggest the following steps as a way to help the survivors deal with the effects of their stress:

- *Establish rapport.* Talk to the victims. Encourage them to talk about their feelings and their physical needs.

INSTRUCTOR NOTES	CONTENT/ACTIVITY
	EMOTIONAL AID FOR VICTIMS (Continued) • *Listen.* If the victim has something to say, take the time to listen. • *Empathize.* Show through your response that you understand the person's concerns and worries and that such feelings are to be expected. • *Provide confidentiality.* Don't repeat personal information to other people. **SUMMARY AND TRANSITION** ▪ Ask the participants if anyone has any questions about the types of emotional and physiological responses they can expect to see following a disaster. ▪ After answering all of the participants' questions, pose some "What would you do if . . ." questions to ensure that they understand the concepts of this section. For example, ask the participants, "What would you do if you were attempting to rescue a victim and the victim became hysterical?" ▪ Tell the participants that the next section will deal with the CERT organization and how CERTs interrelate with the ICS.

? *Discussion question.*

INSTRUCTOR NOTES	CONTENT/ACTIVITY

Total Topic:
30 minutes

Participant Handbook, page PH VI-9.

Visual 6.4

Purpose Of On-Scene Management

✄ **Ensure safety of disaster workers**
✄ **Provide clear leadership for rescuers**
✄ **Improve effectiveness of rescue efforts**

Visual 6.4

Visual 6.5

Purpose Of On-Scene Management

✄ **Ensure safety of disaster workers**
✄ **Provide clear leadership for rescuers**
✄ **Improve effectiveness of rescue efforts**

Visual 6.4

CERT ORGANIZATION

PURPOSE OF EMERGENCY ON-SCENE MANAGEMENT

▪ Explain to the participants that emergency on-scene management in a disaster situation is needed to:

• Ensure the safety of disaster workers.

• Provide clear leadership for rescuers.

• Improve the effectiveness of rescue efforts.

NEED FOR CERT ORGANIZATION

▪ Tell the participants that the specific CERT organizational structure now in use grew from a perceived need to provide the following:

• Effective communications among agency personnel.

• A well-defined management structure.

• Accountability.

▪ Add that the CERT organization fulfills these requirements, and also has the advantage of:

• *Terminology* that contributes to effective communication and shared understanding.

• *Consolidated action plans* that coordinate strategic goals, tactical objectives, and support activities.
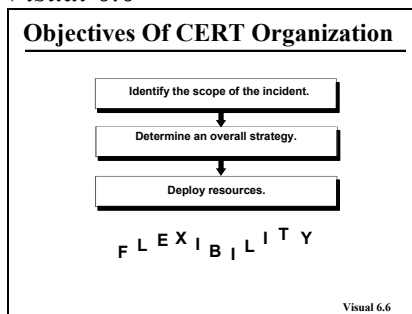
INSTRUCTOR NOTES	CONTENT/ACTIVITY

NEED FOR CERT ORGANIZATION (Continued)

- *Comprehensive resource management* that facilitates application of available resources to the right incident in a timely manner.

- *Manageable span of control* that provides for a desirable rescuer/supervisor ratio of between three and seven rescuers per supervisor.

Participant Handbook, page PH VI-14.

OBJECTIVES OF CERT ORGANIZATION

Visual 6.6

Objectives Of CERT Organization

Identify the scope of the incident.

Determine an overall strategy.

Deploy resources.

F L E X I B I L I T Y

Visual 6.6

- Tell the group that, in a disaster situation, the objectives of the CERT organization are to:

  - Identify the scope of the incident (What is the problem?)

  - Determine an overall strategy (What can we do, and how will we do it?)

  - Deploy resources (Who is going to do what?)

- Stress that CERT organizational framework is flexible, so that it can change depending on the need to achieve these objectives.
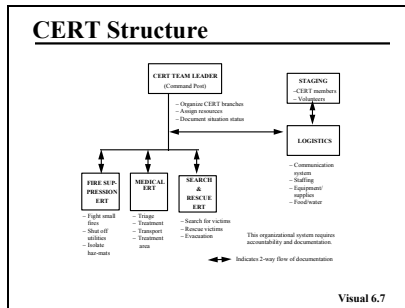
INSTRUCTOR NOTES	CONTENT/ACTIVITY

CERT STRUCTURE

Visual 6.7

CERT Structure

CERT TEAM LEADER (Command Post)
– Organize CERT branches
– Assign resources
– Document situation status

STAGING
– CERT members
– Volunteers

LOGISTICS
– Communication system
– Staffing
– Equipment/ supplies
– Food/water

FIRE SUP-PRESSION ERT
– Fight small fires
– Shut off utilities
– Isolate haz-mats

MEDICAL ERT
– Triage
– Transport
– Treatment area

SEARCH & RESCUE ERT
– Search for victims
– Rescue victims
– Evacuation

This organizational system requires accountability and documentation.

⬌ Indicates 2-way flow of documentation.

Visual 6.7

• Explain to the group the following points about CERT structure:

   • Each CERT must establish a command structure.

   • A CERT Leader is appointed to direct the operations of the team.

   • The location of the CERT Leader is considered the Command Post for the CERT.

   • The CERT Leader may appoint members to assist with managing resources, services, and supplies (logistics).

   • The CERT may operate as a single team that performs all functions as required.

   • The CERT may be divided into smaller teams (ERTs) of at least three people to achieve specific goals (e.g., fire suppression, medical, search and rescue), with a leader for each ERT.

   • In all situations, each functioning unit must have an identified leader to supervise tasks being performed.

• Stress to the group that CERT personnel should always be assigned to teams consisting of at least three persons:

   • One person will serve as a runner and communicate with the Command Post.

   • Two people will "buddy up" to respond to the immediate needs.
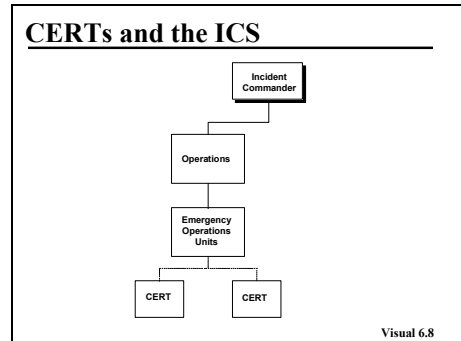
INSTRUCTOR NOTES	CONTENT/ACTIVITY
	INCIDENT COMMAND SYSTEM
Visual 6.8	▪ Tell the group that the Incident Command System (ICS) is the system used by fire and law enforcement to manage emergency operations. Add the following to explain how CERTs interrelate with the ICS:
CERTs and the ICS Incident Commander Operations Emergency Operations Units CERT CERT Visual 6.8	
	• CERTs are part of the Operations function of the ICS.
	• All CERTs report to the first fire or law enforcement official at their location and take directions from that person.
	SUMMARY AND TRANSITION
? *Discussion question.*	▪ Ask the participants if anyone has any questions about CERT structure or the ICS.
	▪ Tell the group that the next topic will be CERT decision making. Explain that some of the information will be a review of topics covered in Session V: Light Search And Rescue Operations.
YOUR NOTES:	

INSTRUCTOR NOTES

CONTENT/ACTIVITY

Total Topic:
20 minutes

*Participant
Handbook, page PH
VI-13.*

CERT DECISION MAKING

CERT MOBILIZATION

- Point out that CERT organization proceeds in the following way after an incident:

  - Following the incident, CERT members take care of themselves, their families, their homes, and their neighbors.

  - Then CERT members proceed to the staging area with their disaster supplies. Along the way they make damage assessments that would be helpful for the CERT Team Leader's decision making.

  - The first CERT member at the staging area becomes the CERT Leader for the response. As other CERT members arrive, the CERT Leader makes team assignments, including the Logistics Team Leader—who is responsible for maintaining flow of CERT members into the staging area and tracking personnel and supplies. Other Team Leaders and team members are assigned based on their capabilities and the requirements of the incident.

  - As disaster intelligence becomes available through CERT members reporting to the staging area, emergent volunteers, and functional-group reports (e.g., search and rescue), the CERT Leader must prioritize actions and work with the functional team leaders to accomplish the CERT mission.

INSTRUCTOR NOTES	CONTENT/ACTIVITY

CERT MOBILIZATION (Continued)

- Remind the group that, following an incident, information—and, therefore, priorities—will be changing rapidly. The CERT Leader must stay in close contact with the Logistics Team Leader and functional team leaders to ensure that CERTs do not overextend their resources or supplies.

RESCUER SAFETY

Participant Handbook, page PH VI-14.

- Introduce this topic by telling the participants that effective emergency scene management requires the formulation and communication of strategic goals and tactical objectives that are based primarily on the safety of rescue personnel.

- Remind the group that rescuer safety is paramount. The question, "Is it safe for the CERT members to attempt the rescue?" is primary.

Visual 6.9

CERT Decision Making

Degree of Damage	Attempt Rescue?
✂ Heavy	✂ No–too dangerous
✂ Moderate	✂ Quick and safe removals only; limit onsite medical care
✂ Light	✂ OK to search; do needed medical care

Visual 6.9

- Emphasize that the answer to this question is based mainly on the degree of damage to the structure:

  • *If the damage is heavy:* No rescue should be attempted. Secure the perimeter and control access into the structure.

  • *If the damage is moderate:* Locate, stabilize (i.e., open the airway, stop bleeding, and treat for shock), and immediately evacuate victims to a safe area while minimizing the number of rescuers inside the building.

  • *If the damage is light:* Locate, triage, and prioritize removal of victims to the designated treatment area.

INSTRUCTOR NOTES	CONTENT/ACTIVITY

RESCUER SAFETY (Continued)

Participant Handbook, page PH VI-15.

- Refer the participants to their Participant Handbooks, where specific strategies for rescue efforts based on degree of damage are identified. Review the strategies listed in the chart.

Participant Handbook, page PH VI-16.

- Explain to the group that the extent of involvement for the various CERT functional teams varies depending on the level of damage encountered. (Refer the participants to their Participant Handbooks.)
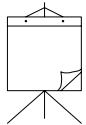
Write factors on flipchart.

- Pose some "What would you do if . . ." questions that require the participants to identify rescue strategies appropriate for specific damage situations. For example, describe the type of disaster, type of structure, and visible or probable damage. Ask participants to state what their primary mission is, what they would do, and why.

SUMMARY AND TRANSITION

? *Discussion question.*

- Ask the participants if anyone has any questions about how the CERT's mission and strategies are affected by the severity of damage.

- Tell the group that the next topic that will be covered will be documentation requirements for CERT members.

YOUR NOTES:

INSTRUCTOR NOTES

CONTENT/ACTIVITY

Total Topic:
15 minutes

Participant Handbook, page PH VI-17.

Visual 6.10

Responsibilities For Documentation

Command Post → Logistics Functions → Emergency Response Teams

✎ **Documents Status:**
– **Incident locations**
– **Support locations**
– **Access routes**
– **Identified hazards**

✎**Provide Command Post With Ongoing Information**

Visual 6.10
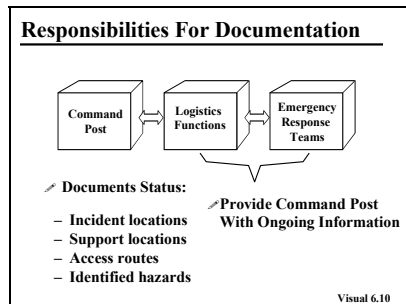
DOCUMENTATION

THE NEED TO DOCUMENT

- Introduce this section by emphasizing the importance of documentation and communication about the disaster situation and resource status. Stress that efficient flow of information makes it possible for resources to be deployed effectively and for professional emergency services to be applied appropriately.

- Explain that, under the CERT organization, each level of authority has documentation responsibilities:

  • Response teams and their functional groups are responsible for providing the command post with ongoing information about damage assessment, group status, and ongoing needs.

  • The command post is responsible for documenting the situation status, including:

    - Incident locations
    - Support locations
    - Access routes
    - Identified hazards

    Stress that this information is vital for tracking the overall disaster situation.

INSTRUCTOR NOTES	CONTENT/ACTIVITY

FORMS FOR DOCUMENTATION

Participant Handbook, page PH VI-18.

▪ Explain that there are several standard forms that can be used to facilitate documentation and information flow. Describe how each form is used and refer the participants to their Participant Handbooks for examples.

  • The *Damage Assessment Survey* is completed by CERT leaders and provides a summary of overall hazards in selected areas. It is used for prioritizing and formulating action plans.

  • The *Group Status Sheet* is completed by functional group leaders and is used for:

    - Tracking personnel assigned to the group
    - Monitoring group accountability

  • The *Message Form* is used for sending messages between command levels and groups. (Stress the need for messages to be clear and concise.)

  • The *Incident Status Record* is used by the command post for keeping abreast of situation status. It contains essential information for tracking the overall situation.

  • *Site maps and building plans* are used for visually tracking response activities. Plastic overlays make it possible to update information on a continual basis.

Full-size copies are also included in this Guide for your reference, starting on page IG VI-29.

▪ Tell the participants that full-size versions of the four forms shown are included at the end of Chapter VI in their Participant Handbooks, following the Tabletop Exercise. Explain that these can be copied for use by the participants' CERT during practice exercises and actual disaster incidents.

INSTRUCTOR NOTES

CONTENT/ACTIVITY

?   *Discussion question.*

SUMMARY AND TRANSITION

- Ask if anyone has any questions about CERT documentation requirements.

- Tell the group that the remainder of the session will be spent in a tabletop exercise. The exercise will give the participants the opportunity to apply much of the knowledge they have gained in this course to an actual disaster scenario. Emphasize the "Rules of Engagement." Stress the need for following directions, communicating, and making "safe decisions."

YOUR NOTES:

INSTRUCTOR NOTES	CONTENT/ACTIVITY

Total Exercise: 40 minutes

A copy of the Tabletop Exercise is included in this Guide at the end of the materials for this session.
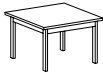
Divide participants into table groups.

Participant Handbook, page PH VI-31.

? *Discussion question.*

TABLETOP EXERCISE

Instructor Note: This exercise is an interactive tabletop activity that gives the participants an opportunity to apply what they have learned about disaster psychology and team organization. To facilitate this exercise, complete the following steps:

1. Divide the participants into small groups and have each group sit at a table.

2. Refer the participants to the section titled "Additional Materials" in Chapter VI of their Participant Handbooks for the Tabletop Exercise, and explain the objectives of the exercise.

3. Explain that this exercise will provide the group with experience in command decision making. Remind the group that CERT command objectives are to:

   •   Identify the scope of the incident.

   •   Determine an overall CERT strategy.

   •   Set priorities and deploy resources.

4. Review participants' roles in the exercise and advise them that they have 30 minutes to complete the exercise.

5. At the end of the exercise, reconvene the participants into a large group to discuss the exercise results and answer any questions the participants may have.

INSTRUCTOR NOTES

Total Topic:
5 minutes
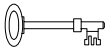
Present key points.

CONTENT/ACTIVITY

SESSION SUMMARY

▪ Summarize the key points in this session:

• Disaster survivors go through phases (impact phase, inventory phase, rescue phase, and remedy phase) in responding to a crisis.

• Following a disaster, children and adults may experience psychological and physiological symptoms related to trauma. These symptoms vary in time of onset, intensity, and duration.

• To assist victims, you can try several approaches, including:

  - Establishing rapport with the victims.
  - Listening carefully and empathizing with the victims' concerns.
  - Keeping all conversations confidential.

• Rescue workers need to be alert to signs of disaster trauma in themselves so they can deal with the stress.

• CERT leaders must realize that team members are also undergoing stress, and take steps to help them deal with their emotions.

• The ICS concept has proven its usefulness in disaster response. The ICS provides a flexible means of controlling personnel, facilities, equipment, and communication and can be expanded as necessary. Its principles are used in CERT organization.

• The key question that CERT leaders must always ask is: *Is it safe for CERT members to attempt the rescue?* Whether or not to attempt a rescue depends on the degree of damage to the structure involved.

INSTRUCTOR NOTES	CONTENT/ACTIVITY

SESSION SUMMARY (Continued)

- It is vital to document and communicate information about situation and resource status to all CERT levels.

  - Response teams and their functional groups must provide the command post with ongoing information about damage assessment, group status, and ongoing needs.

  - The command post must document the situation status so that the overall disaster situation can be tracked.

- Ask the participants if anyone has any questions about anything covered in this session.

- Tell the participants that the next session simulates a disaster. Tell the participants they should use their Participant Handbooks and notes to prepare for this simulation.

Participant Hand-book, page PH VI-27.

- Thank the participants for attending the session, and remind them to bring all of their medical and search and rescue equipment to the next session. Refer the participants to their Participant Handbooks for a list of needed supplies.

- Tell the participants about the schedule for the final session, if necessary.

- Distribute the Final Examination, and ask participants to bring their completed exams to the final session.

YOUR NOTES:

ADDITIONAL MATERIALS
SESSION VI

EMERGENCY MANAGEMENT INSTITUTE

NATIONAL EMERGENCY TRAINING CENTER

CERT Tabletop Exercise

A Level IV hurricane has struck your coastal community. Although you evacuated the area at the time that the evacuation order was given, you know that many of the "old timers" in your neighborhood chose to stay and ride out the storm. Upon reentering your neighbor-hood, you are surprised at what you see. Many of the houses on your street have been washed off their footers by the storm.

As a CERT member, what are the first steps that you should take?

Your CERT staging area is located at the firehouse at Riverside and Main. On the way to the staging area, you find many streets impassable due to debris and fallen wires. Many of the newer homes in the community appear to have suffered moderate to heavy damage— several of them have trees across their roofs.

Upon arriving at the staging area, you check in and wait for an assignment. Damage information is coming in very quickly now. Among the reports that the CERT Leader receives are:

• A partial collapse of the shelter at 3rd and Main that lost its roof in the wind. Initial reports indicate that as many as 50 persons may be inside the structure.

• A fire in a single-family residence on 4th between Main and Secondary. The fire was caused by downed electrical lines. The structure is fully involved.

• The smell of gas in the area of the corner of Ocean View and Riverside.

• Several homes moved off of their footers along Beachfront Drive. Houses along this street are owned by older residents who refused to leave their homes. The woman at 2306 Beachfront is wheelchair-bound.

How would you prioritize the reports coming in? (Classify response priorities as high or low based on the information received.)

Given the supplies and equipment list on the following page, how would you assign your resources?

CERT Tabletop Exercise
(Continued)

Supplies And Equipment Available

Medical Supplies	Quantity
▪ Stretchers	4
▪ Tarps	4
▪ Blankets	10
▪ Normal saline—one-liter bottle	
▪ Disinfectant	
▪ Bandaging rolls	
▪ Bandages	
▪ Triangular bandages	
▪ Splints	
▪ Soap	
▪ Adhesive tape	

Equipment	Quantity
▪ Extinguishers—2A:40B:C	12
▪ Shovels	4
▪ Crowbars	4
▪ Axes	4
▪ AM/FM radios	3
▪ Miscellaneous stationery supplies	
▪ Flashlights	10

PSYCHOLOGY AND TEAM ORGANIZATION

| PAGE #: | PERSON REPORTING: | DATE REPORT: / / |
| | PERSON RECEIVING: | TIME: |

DAMAGE ASSESSMENT SURVEY

TIME	LOCATION/ADDRESS	BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSE	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS
		FIRE		HAZARDS				STRUCTURE		PEOPLE			ROADS	

Group Status Sheet

Group Leader: _____	*Group Assignment:*
Asst. Group Leader:_____	

Resources	Time	Inc. #	Assignment	Time Complete	Comments
TEAM 1					
MEMBERS:					
TEAM 2					
MEMBERS:					
TEAM 3					
MEMBERS:					
TEAM 4					
MEMBERS:					

MESSAGE FORM

To:

From:

Time:

Message Center Use Only

Incident # :
Time   :
Date   :   /   /
☐ Incoming   ☐ Outgoing

Message Text

Action Taken

PSYCHOLOGY AND TEAM ORGANIZATION

EMERGENCY RESPONSE TEAM

INCIDENT STATUS RECORD

PAGE #

DATE: /   /

INC#	TIME	ADDRESS/LOCATION	FIRE	SAR	MEDICAL	TIME COMPLETED